

***IN THE NAME OF ALLAH***



# **Contrastive Analysis & Error Analysis (CA & EA)**

**(Note: This course-material of Contrastive Analysis & Error Analysis  
(CA & EA) includes further readings /references related to the subject and Available  
in the Library & Your Pen-drives  
(It is For Private Circulation Only)**

**4<sup>th</sup> -Year-B.Ed.-English 2014-2015, 1<sup>st</sup> semester 2014-2015,  
Department of English,  
Zabid-College of Education,  
Hodeidah University**

**Mondays, 11:00 a.m. – 02:00 p.m.  
Hall – Ash-Sha‘biyyah**

**Lecturer:**

***Dr. Abdullah Shaghi***

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**1. Introduction to the Course**

Hello Everybody!

I am really glad to meet you again this year. If you remember, we studied together the course ‘Phonetics and Phonology of English’ as well as “Morphology and Syntax” last year, and this year we are going to study the course ‘Contrastive Analysis and Error Analysis.

What I am going to do in the lecture of today is just give you an introduction to the course. So, today I am going to introduce you to the course since you do not have the books with you yet. You have to know that the course that we are going to study this semester is entitled ‘Contrastive Analysis and Error Analysis.

Also, I want to tell you that this course is not an easy one. Why? This is because it is all theoretical, and it does not have a practical part. It is not like the “Scientific Texts” course in which we had both theoretical and practical parts. So, it is all theoretical and you have to understand the information which is mostly rigid and dry. I said ‘*you have to understand the information*’. In fact you have to memorize this information but first you have to understand it in order to be able to memorize it. Make-routine

As you all know, the exam is automated/made-routine and that is why you have to memorize the information and also you have to be very precise. Before we start, I want to tell you that I am used to give my students lecture notes, handouts and some up-to-date related published papers to read instead of the books.

For this year I am going to give you the same; the only difference is that the lecture notes, handouts and some up-to-date related published papers summarize the books in a well-organized way. So, this semester you have to depend mainly on the lecture notes, handouts and some up-to-date related published papers because there will be no books available.

Now, let us start with the introduction: Contrastive Analysis and Error Analysis is a branch of “Contrastive Linguistics”? So, what is “Contrastive Linguistics”? “Contrastive Linguistics” is a branch of knowledge; it is a kind of study and research which works among languages. If we agree that ‘linguistics’ is the science that deals with language, so what do we mean by “contrastive”? The word “*contrastive*” comes from the verb “to *contrast*”. In English, we have the verbs “*contrast*” and “*compare*”. To remind you, when you **contrast**, you discuss the **differences**, but when you **compare**, you discuss the **similarities**.

Thus, when we contrast two languages, we analyze each language from all levels and aspects. We study the words of the language, the grammar, the semantics, the pragmatics, and so on. So, in our course, we are going to *compare* and *contrast* between the Arabic language and the English language. Why do we do this? What is the main goal behind this study? The main *goal* behind this study is to find the types of *differences* and *similarities* between the two languages, and when we search for the points of differences and similarities, we are actually searching for the points where the students would make mistakes. We are going to study these differences on different levels, such as:

**Phonologically,**  
**Lexically,**  
**Morphologically,**  
**Syntactically,**  
**Semantically,**  
**Pragmatically, etc.**

Of course, the most important aim of this study is to find the errors that the native speaker of Arabic commits when he/she learns (or speaks) English. So, what we are going to do is:

1. To look for points of similarities and differences in order to predict points of differences during the learning process.
2. To search for mistakes that students may commit and their solutions.
3. To help students overcome these mistakes.

As native speakers of Arabic, and as students of English as a second language, you unconsciously commit certain mistakes that you do not know about, but why don't you know about the mistakes we make? This is because your Arabic language interferes unconsciously when you use English.

Let me give you a simple example: As you know, in English, we have the sounds /b/ and /p/, while in Arabic we just have the sound /b/ the Arabic script of which is /ب/. Therefore, we often pronounce all the English words that have /b/ or /p/ with one sound—which is wrong, of course.

Other examples: In Arabic we have the letter /ض/ which we do not have in English, but we have the letter /d/. It represents the emphatic consonant /d<sup>ʕ</sup>/ was actually pronounced [k<sup>ʕ</sup>], or possibly [d<sup>ʕ</sup>k<sup>ʕ</sup>] either way, a highly unusual sound. The medieval Arabs actually termed their language *lughat al-ḍaād* 'the language of the Ḍaād' (the name of the letter used for this sound), since they thought the sound was unique to their language.

In Arabic we have /خ, غ/ which does not exist in English, but we write instead /kh/, /gh/ or their IPA corresponding sounds /x/ and /ɣ/; they are often post-velar, though velar and uvular pronunciations are also possible.

In Arabic we have /ق/ and in English we use instead /k/ or /q/. So, here we have differences in pronunciation which could lead to mistakes made by students and this very simple comparison between the English language and the Arabic language makes it easy to know what kind of problems the Arabic students may face when they study English. Some speakers do not concentrate on the aspiration of the sound /ph/ at the beginning of words, and this is a mistake in itself.

In Morphology, there are very few English Arabic cognates and because English and Arabic are not cognate languages, i.e. genetically related. They are considerably different in the classes that are characterized by inflectional affixes. Arabic has inflection in the nouns, adjectives, verbs, pronouns, relative and demonstrative pronouns; English has inflection in all these except adjectives. In Arabic, Inflectional affixes may be prefixes (in verbs), suffixes; in English they are suffixes only. Arabic has three number forms: singular, dual and plural; English

has singular and plural. The Arabic equivalent to an English singular countable noun is singular and to an English plural countable noun is always plural in regular and irregular variable nouns that have both singular and plural forms, e.g.:

English	Arabic Transcription	English	Arabic Transcription
A Boy	ولد /walad-un/	Boys	أولاد /'awlaad-un/
A Girl	بنت /bint-un/	Girls	بنات /banaat-un/

In Syntax, there are two tenses in Arabic: past and present. There is no future tense corresponding to the time/tense relation for present and past. The future time is rendered by means of the future particles (س /sa-/) and (سوف /sawfa/). What are they? Also, Arabic has no verb tense “to be” in the present tense and no auxiliary “to do”. Furthermore, there is a single present tense in Arabic, as compared to English, which has the simple and continuous forms. These differences result in errors such as “*She good teacher!*”, “*When you come to Germany?*”, “*I flying to Egypt tomorrow.*” or “*Where he going?*”

The word order of Arabic is Verb, Subject, Object (VSO), but that of English is Subject, Verb, and Object (SVO). Moreover, Arabic uses punctuation much more loosely than English.

Why do we make this kind of contrastive study? This kind of study is very important for learners, like yourselves, in order to avoid the mistakes you, as learners, may commit in the future while you are studying English.

So, this is the main aim of our study. For example, one of the mistakes on the level of pronunciation is the word “foreign”! Some of the students may pronounce the letter ‘g’, but the correct way is not to pronounce it. Why? This is because in the Arabic language there is no letter that is written and not pronounced; all the letters that are written are pronounced.

On another level such as the ‘grammatical level’, for instance, students may commit mistakes like:

*\*We talking a second language.*

*\*He running very fast.*

**NB:** The asterisk (\*), here and after, will be used to indicate the grammatical mistakes/errors.

In these two examples, the wrong is the absence of the verb 'to *be*', so the sentences should be:

*We are talking a second language.*  
*He is running very fast.*

The reason of such mistakes is that we do not have something similar to 'verb to be' in Arabic.

Also, under the word/phrase '**Contrastive Analysis**' we have two languages to be contrasted: the **Arabic Language** and the **English Language**. This will be on the level of sounds/phonemes (consonants & vowels, & diphthongs), letters, words/morphemes, phrases ... etc.

By the way, the course is really a **theoretical** one; that is why we will, first of all, have an idea about *Contrastive Analysis* in general.

There is also another section dedicated to the **interference** [= intervention] of the **Mother Tongue** (MT) in the process of learning a new language. For example, your mother language is **Arabic**; when you want to study a new language such as **English**, or **French**, your storage of words, vocabularies, sentences and rules in Arabic will interfere in the conception of the new language or in the understanding the new language. That is, for example, in **translation**, if you want to translate an English text, you will try to translate the text word by word, and this kind of translation is impossible and even wrong, at times [= sometimes/now and again].

In other words, there are sentences in English which cannot be translated into Arabic word by word. Sometimes, you have to change the sentence completely, but it has to convey the same meaning to the Arabic/English audience or to the Arabic/English reader.

In general, this will be our main field of studying in this course. I want to tell you that the course might seem a little bit uninteresting because most of it is theoretical. But, as I did last year with your friends, we will try to make it a little bit **practical**.  
*How?*

I will give you some pieces of translation, and you will do them in the class and I will also correct them here in the class. After that, I will collect the papers and see what kind of mistakes most of the students commit. We will try to know why this kind of mistake is committed.

May be it is committed because of the interference of your Arabic language, or maybe because of some difficulty in absorbing the vocabularies of the new language, or because grammatical rules of the new language are completely different from grammatical rules of your mother tongue. We will try to see all this in our course for this semester.

## 2. Contrastive Analysis (CA):

### 2.1. General Overview:

By definition as attested in literature, **Contrastive Analysis (CA)** means the comparison of two languages by paying attention to differences and similarities between languages being compared; or the CA is the study and comparison of two languages, learners' **Target Language (TL)** and learners' **Native Language (NL)**; or, in other words, the CA is the systematic study of a pair of languages with a view to identifying their structural differences and similarities.

The following 9 points are what to take into consideration with regard to the general overview of the Contrastive Analysis (CA):

1. It was first suggested by Whorf (1941) as contrastive linguistics, a comparative study which emphasizes on linguistic differences.
2. The publication of Robert Lados' book (*Linguistics across Cultures*) in 1957 was the start of modern applied contrastive linguistics.
3. The Systematic comparison of L1 and L2 structures is done in order to predict difficulties.
4. In the 1940s to 1960s before the SLA field as we know it was established,
  - a. Charles Fries (1945:9) wrote: "The most efficient materials are those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner."
5. The theoretical foundations for what became known as the Contrastive Analysis Hypothesis were formulated in Lado's *Linguistics across Cultures* (1957). In this book, Lado claimed that "*those elements which are similar to [the learner's] native language will be simple for him, and those elements that are different will be difficult*".

6. CA is founded on the assumption that second/foreign language (L2) learners tend to transfer into the target language features found in their native (L1) language.
7. Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture (Lado: 1957).
8. The transfer may be positive or negative. Transfer is said to be positive when a familiar skill facilitates the learning of a new structure. When the patterns are similar, the acquisition of the new pattern is facilitated, but when there are differences in patterns, these differences hinder the learning of the foreign language.
9. In later studies the term contrastive linguistics changed to contrastive analysis.

## 2.2. Mainstream of CA:

The following 3 points are what to take into consideration with regard to the Mainstream of CA:

1. The bulk of the **Second Language Acquisition (SLA)** field was concerned, however, with prediction of errors.
2. **The simplistic model:** The most simplistic version was the belief that linguistic differences based simply on similarities and differences alone could be used to predict learning difficulties. Thus, the following quote:
3. **A simplistic prediction:** "Where two languages were similar, **positive transfer** would occur; where they were different, **negative transfer**, or **interference**, would result."

## 2.3. CA and SLA

The following 2 points are what to take into consideration with regard to the CA and SLA:

1. CA was used extensively in the field of SLA in the 1960s and early 1970s, as a method of explaining why some features of a Target Language (TL) were more difficult to acquire than others.
2. According to the behaviorist theories prevailing at the time, language learning was a question of habit formation, and this could be reinforced or impeded by existing habits. Therefore, the difficulty in mastering certain



structures in L2 depended on the difference between the learners' L1 and the language they were trying to learn.

## 2.4. Branches Involved in Contrastive Analysis:

The branches which contrastive analysis is involved are **Translation, Teaching, Linguistics, Textbook Writing, and Error Analysis**. These are discussed in details as follows:

### 1. Translation:

As regard to translation as a branch involved in Contrastive analysis, there are the following points to be taken into consideration:

- a. As a translator, she/he should be faithful to the text, so she/he should know the exact equivalents in two languages (Source Language (SL) and target Language (TL)).
- b. A translator understands that most of the differences in two languages are not semantically but culturally.
- c. She/he understands that most of these differences comes from:
  - i. Different beliefs;
  - ii. Different values; and
  - iii. Different patterns of thought.

More often than not, **Yemeni Speakers/learners** make mistakes in **using or translating** English tenses. The mistakes may occur because the number of tenses in English may be more than any other language. Learners of a foreign language, as Corder (1969:73) states, will transfer to English the association of adverb and tense of their own language to the language they are learning. Consider the following Arabic sentence:

هل نمت مرتاحاً الليلة البارحة؟/hal nimta murtahan alaylata albariha/

Which means: (Did you sleep well last night?)

To translate the Arabic sentence above into English the Yemeni learner think directly of the Arabic question word/hal/ (هل) under the influence of interference so he starts his sentence with any auxiliary verb as a substitute for /hal/, and imitates the Arabic sentence leaving it without any other change, as in;



To translate the sentence above into English we need to use a conditional sentence that expresses a situation which is unlikely to happen, because "George" did not go to the party and consequently he did not see his friend, so the structure is absolutely different from that in Arabic, as in (Hassan had gone to the party, he would have seen his friend).

The present study explains and sometimes translates any grammatical unit that is widely used in English by giving one or two examples related to the topic under discussion for the purpose of clarity.

All above adapted from: Qassim, Abdul- Hassan Sh. (n.d.), *Translation Grammatically viewed*. English Department, College of Languages ,University of Baghdad.

## 2. Teaching:

Learning the second language is different from acquiring the first language. A child acquiring English as a native language makes perceptual differences about different languages, he acquires language system. But an Arabic child who is learning English as his / her second language does not have this perception about different situations, he / she just learns the language. e.g.: the concept of the word "cousin" for an English child is completely different from that of an Arabic child.

The Contrastive Analysis can help teachers to do the following:

- To design teaching and learning materials (methodology);
- To engage learner in activities to be a good user of target language.(classroom activities);
- To evaluate text books;
- To pay attention to the structure of the texts beyond sentence level;
- To pay attention to conversation in its regular pattern in different situations;
- To pay attention to complex areas like intonation; and
- To pay attention to different underlying rules those differ from culture to culture.

The Contrastive Analysis does not suggest a method or a teaching technique but it helps methodologists to pay attention to the **Whats** of teaching and **Hows** of teaching.

### 3. Linguistics

As regard to linguistics as a branch involved in the Contrastive Analysis, there are the following points to be taken into consideration:

- ❖ The Contrastive Analysis pays attention to different languages at the lexical, phonological, morphological, syntactical and semantic levels; and
- ❖ The Contrastive studies find similarities and differences between languages in:
  - i. Grammatical structures ( pronouns, articles, verbs, consonants and vowels)
  - ii. b) Sentences and constructions (interrogatives, relatives, negatives, normal phrases, syllables, diphthongs...)
  - iii. c) Rules of the compared languages (interrogative, passivization ... etc.)

According to Richards (1971), researches show that contrastive analysis may be most predictive at the level of phonology and least predictive at the syntactic level, for this, many of the common mistakes are syntactic errors in written work.

### 4. Textbook Writing:

As regard to Textbook Writing as a branch involved in Contrastive analysis, there is what is called the “*Principle Programming for Writing a Textbook*” as well as *there are* the following two points that should be taken into consideration:

- a) The Contrastive analysis helps a textbook writer avoid using the material with a high degree of difficulty and high degree of occurrence in a same text ( which makes the text more difficult ); and
- b) The writer should balance among the most difficult items and the least difficult items throughout the text.

### 5. Error Analysis:

As regard to Error Analysis as a branch involved in Contrastive analysis, there is the following point that should be taken into consideration:

- ❖ The Contrastive Analysis helps you as a learner of English or any other language to classify the errors, predict and finally avoid them. (see Error Analysis (AE) in Section 3. below)

## 2.5. Interference Theory:

One of the most important factors in studying contrastive analysis is paying attention to the definition of "**Interference Theory**".

It has been attested in literature that the contrastive analysis is a valid and useful but not a unique method in second language teaching, but language interference is a phenomenon that occurs when learning another language. James (1980, p. 23) argues that "**Interference theory** predicts that if a learner is called upon to produce some L2 form which he has not learnt, he will tend to produce an erroneous [= *mistaken/wrong/incorrect*] form having its origin in his L1."

Similarly, Lado (1957, p. 2) considers that language interference is the way in which learners of a second language transfer "the forms and meanings, and the distribution of forms and meanings of their native language and culture both productively when attempting to speak the language and to act in the culture, and respectively when attempting to grasp and understand the language and the culture as practiced by natives."

### 2.5.1. Based on Psycholinguistics:

You look at the second language through filter /glasses of the first language. The rules of the first language are matched with the rules of the second language. (You see that the rule systems of the source and target languages are different and sometimes the rules of languages are interfered with each other). So studying contrastive analysis can help you to understand and know these interferences. If certain elements of a second language differed greatly from the student's native language, that student would likely encounter difficulties. (Lado 1957) it means sometimes your mother tongue interferes. For example, /maryam muhtamat-un bi-qraa'ati l-kutub/ مريم مهتمة بقراءة الكتب

*\*Maryam is interested with reading books.*

✓ *Maryam is interested in reading books.*

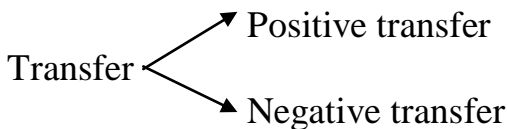
### 2.5.2. Degrees of Difficulty:

Before discussing about the different hypothesis of contrastive analysis we should be familiar with the concept of difficulty and simplicity in language study, so we look at the hierarchy (degrees of difficulty) in languages:

A contrastive analyst should predict the level of difficulties in foreign language to avoid using high degree of difficulties along with a high degree of occurrences in a same text. Now we study the different levels of difficulties:

## 1. Level 0: Transfer

According to some of behaviorists the principle of transfer is at work in learning. (Transfer: affecting the first language on the second one)



### 1.1. Positive Transfer:

- ➡ It occurs when the first language is similar to the second language.
- ➡ In positive transfer first language helps learning the second language.
- ➡ No difference or contrast is present between the two languages.  
(Similar sounds, lexical items or similar structures in two languages are seen (*positive transfer*)).
- ➡ The learner can simply transfer (positively) a sound, a structure or lexical item form the native language to the target language.
- ➡ Concepts of negation and interrogation in two languages are the same.
- ➡ Word order in two languages has the same pattern.
- ➡ Such transfer makes no difficulty; hence the label of "level zero" is given to it. See the following examples:

L=ل

A bank=بنك /bank/

The wall= /al-gidaar/ ال جدار

Yeah= /yeh/ يه

A flower garden= /hadiitat-u zahrat-in/ حديقة زهرة

A garden flower= زهرة حديقة /zahrat-u hadiiqat-in/

### 1.2. Negative transfer:

- ➔ It is problematic, because of interference of the first language on the second one.
- ➔ It occurs when the first language is different from the second language.
- ➔ Learning differences in language takes a lot of time and energy
- ➔ The first learning inhibits prevents the second learning.

## 2. Level 1 : Coalescence

Two or more items in the NL become coalesced (come together) into one item in the TL ( here our NL is Arabic and TL is English).

In NL أنتن - أنتما - أنت - /'anta/'anti - 'antumaa - 'antum - 'antunna/ = you in TL

## 3. Level 2: Under-Differentiation:

An item in the Native Language (NL) is absent in the Target Language (TL).

**NB:** The mark (?) indicates the absence of the item in the TL

- Phonemes in Arabic /χ/, /ʁ/, /ħ/, /ʕ/, and /ʔ/ =? In English

## 4. Level 3: Over-Differentiation :

A new item in the Target Language (TL) (i.e. English) is absent in the Native Language (NL) (i.e. Arabic).

**NB:** The mark (?) indicates the absence of the item in the NL

- Consonants in English /p, v, ŋ/ =? In Arabic
- Phonemes in English /o /p/, /v/, /ɪ/, /ʒ/, and /ŋ/ =? In Arabic
- Initial consonants cluster in English like (school – student) =? In Arabic
- Present perfect continuous (have been + ing) in English =? In Arabic
- Future in the past (would + infinitive) in English =? In Arabic
- Past perfect continuous (had been + ing) in English =? In Arabic
- (am) in English = ? In Arabic (e.g. I am a student. /'ana Taalib-un/ أنا طالب )

## 5. Level 4: Reinterpretation:

- An item that exists in the native language (Arabic) is given a new shape or distribution. It is similar to a given item in the target language (English) but not the same.
- An Arabic learner over-generalizes on the basis of similarities and make errors:

(Present Perfect and past tense in Arabic language = Present Perfect in English language

We have read this book. = /(qad) qara'naa hatha-l-kitaab/ . (قد) قرأنا هذا الكتاب.

The number of tenses in English is more than those used in Arabic, so the time at which an action occurs can be expressed by more than one tense. The two sentences below express a past action by two different tenses, as in, (I wrote the letter). (Past simple) /katabt-u al-risaalat-a/ كتبت الرسالة (I have written the letter. (Present perfect) كتبت الرسالة

## 6. Level 5: Split:

An item in the native language (Arabic) refers to more than one reference in the target language (English)

طاولة /taawilah/ = table, desk .

مدرسه /madrasah/ = school, institute, college

رئيس /ra'iis/ = president- director-head, chairman, chief, boss, master

كبير /kabiir/ = Big (mistake) Great (man) Large (house) Grown up (boy) Major (problem)

### 2.6. Contrastive Analysis Hypothesis (= CAH)

The following 6 points are what to take into consideration with regard to the Contrastive Analysis Hypothesis (CAH):

1. CAH is an extension of the notion of CA. It attributed the ability to predict errors to a CA of two languages, a predictability that practitioners associated with the degree of similarity between the two systems.
2. **Advantages of CAH** (i) Explains pronunciation and phonological interference (ii.) Enhancing language learner awareness: which elements they can transfer from L1.



3. **Problems for the CAH version** However, the CAH version of CA, that is, the predictive version ran into some problems:

(i) **Association with behaviorism:**

-1959 Noam Chomsky's classic review of Skinner's Verbal Behavior, in which Chomsky seriously challenged the behaviorist view of language. CAH, intimately associated with behaviorism, got caught in this discrediting of this view of language.

(ii) **Mis-predictions:**

In particular, the supposed ability of CAH to predict errors was not supported by the facts. This is because:

1. It **under-predicted**, that is, it failed to predict some errors;
2. It **over-predicted**, that is, it predicted some errors that failed to occur; and
3. Of course, it also got some right.

4. **Why?**

(i) As pointed out Long and Sato (1984), one cannot depend upon the analysis of a linguistic product to yield meaningful insight into a psycholinguistic process.

(ii) **In accordance with Psycholinguistics** (Osgood 1953) "When two sets of materials to be learned are quite different or are easily discriminated by the learner, there is relatively little interaction, that is, learning one has little effect upon learning the other. If they are similar in such a way that the learning of one serves as partial learning of the other, there may be facilitation, or positive transfer. If, however, the similarities either of stimuli or responses are such that responses interfere with one another, then there will be greater interference as similarity increases."

5. **Note** CAH failed, not CA

6. The failure discussed thus far is the failure of **CAH**, not the failure of **CA**.

## 2.7. Strong vs. Weak Versions of CA

The following 3 points are what to take into consideration with regard to the Strong vs. Weak Versions of the CA:

1. Wardhaugh (1970) proposed a distinction between the strong and the weak version of the CA.
2. The strong version [CAH] predicts apriori ((predictive)).

3. The weak version deals with learner errors and uses CA, when applicable, to explain them, *a posteriori*, that is, after the fact.

In fact, this was the **beginning of error analysis**, that is, the detecting of the source of errors.

## 2.8. Types of Contrastive Studies:

It is worth mentioning here that there are two types of Contrastive Studies: **theoretical** and **applied**. Fisiak (1981, p. 2) claims that theoretical contrastive studies are concerned with showing the similarities and differences between two or more languages. Applied contrastive studies, on the other hand, is a branch of applied linguistics and is mainly concerned with providing a framework for the comparison of languages drawing on the findings of theoretical contrastive studies. Such findings can be used for specific purposes, e.g. teaching, bilingual analysis, and translation (Fisiak, *ibid*).

## 2.9. How to Compare Languages:

- 1- Choosing a special theoretical model. (Traditional, structural or transformational)
- 2- Then structures are compared and contrasted

There are five steps for systematic comparison and contrast of two languages:

***Selection - description - comparison - prediction - verification***

### 1) *Selection:*

- i. It is impossible to compare every sound, word, structure and etc., of two languages, so the analyst should be limited.
- ii. He/she can do the selection through:
  - Personal experience
  - Bilingual intuition
  - Error analysis
- iii. In this step you should decide what is to be compared with what.
- iv. Two elements to be compared in two languages should be similar in some extent.

### 2) *Description:*

- 1-The selected materials will be linguistically described.
- 2- Two languages should be described within the same theory.
- 3- For describing the sound systems of two languages we use structural phonology.
- 4- For studying and describing syntax and morphology, there is no specific theory.
- 5-The focus is on differences not similarities

### **3) *Comparison:***

- 1-The similarities and differences are compared in three levels:
  - form
  - meaning and
  - distribution of items in 2 languages which have been collected
- 2- No comparison is possible without a full description
- 3- The basic elements and structures should be compared with each other

### **4) *Prediction:***

- 1-Now the contrastive analyst can predict for the differences and similarities of two languages.
- 2-He / she should judge whether these similarities and differences are problematic or not (deviant structures and interference structures are predicted.)
- 3- Sometimes deviants reflect the structures of mother tongue.

### **5) *Verification:***

- 1- It is the final step in a contrastive study.
- 2-To find out if the predictions made in the forth step (prediction) is true in reality or not. (Do Arabic learners of English, in reality commit the errors which the contrastive analyst predict it or not?)

## **2.10. Criticism of CA**

The following 5 points are what to take into consideration with regard to the Criticism of CA:

1. The process of L2 acquisition is not sufficiently described by the characterization of errors
2. Errors in L2 acquisition do not only arise from interference

3. The structural differences between two languages are not sufficient to predict the occurrence of errors in L2 acquisition.
4. In its strongest formulation, the CAH claimed that all the errors made in learning L2 could be attributed to 'interference' by the L1. However, this claim could not be continued by empirical evidence that was accumulated in the mid- and late 1970s. It was soon pointed out that many errors predicted by CA were inexplicably not observed in learners' language.
5. Even more confusingly, some uniform errors were made by learners irrespective of their L1. It thus became clear that CA could not predict learning difficulties, and was only useful in the retrospective explanation of errors. These developments, along with the decline/refuse of the paradigms by behaviorists as well as structuralists considerably weakened the appeal of CA.

### 3. Error Analysis

#### 3.1. General Overview

Because of shortcomings of the contrastive Analysis to clarifying the second-language errors, researchers began to look for another approach which was both **theoretical** and **practical**; this approach is called **Error Analysis (EA)**.

Of course, CA survived. No one can deny that the L 1 influences L2 performance. Thus, the next approach was to limit the analysis to the examination of errors that students actually made.

The following 9 points are what to take into consideration with regard to the general overview of the Error Analysis (EA):

1. Learners' L1 influences L2 learning. Of course, CA survived. No one can deny that the L1 influences L2 performance. Thus, the next approach was to limit the analysis to the examination of errors that students actually made. This, however, had its problems.
2. EA Focuses on the errors L2 → learners produced while using L2 → Interlanguage is the starting point of analysis
3. Investigating cross-linguistic influence, language transfer (from the point of view of errors)
4. Pit Corder (1967) The significance of learner's errors.

- (i) L2 acquisition should not be looked at from a purely pedagogical perspective.
  - (ii) Errors in L2 are interesting because they reflect underlying linguistic rules.
  - (iii) The study of L2 can be seen as a subfield of general linguistics or cognitive science.
5. Mistake: random slip in performance → self-correction possible
  6. Error: systematic deviation from the norm caused by underlying competence problem → self-correction not possible
  7. The mathematical analysis done to show quantitatively how uncertainties in data produce uncertainty in calculated results, and to find the sizes of the uncertainty in the results.
  8. A type of work sample analysis in which the incorrect responses of the student are described and categorized. In this procedure, samples of learner's language are collected and the errors are identified, described, and classified according to their hypothesized causes. The errors are then evaluated for relative seriousness.
  9. The analysis of the errors could serve as basis for inferring the learning strategies the learners employ.

### 3.2. Contrastive Analysis Vs. Error Analysis:

Contrastive Analysis Vs. Error Analysis	
Contrastive Analysis	Error Analysis
Pedagogical orientation	Scientific orientation
Focus on input, practice inductive learning	Focus on linguistic and cognitive processes
Errors of transfer	Multiple types of errors

### 3.3. Differences between Errors and Mistakes:

- 1) Errors are rule-governed; they are systematic and show the lack of knowledge of learners.
- 2) Mistakes are random deviations, unrelated to any system.
- 3) Mistakes may occur in writing of native speaker, or during speech, such as slips of tongue, slips of pen, and slips of the ear. Mistakes happen because of strong emotion, memory limitations, and lack of concentration or tiredness.
- 4) Sometimes the distinguishing between mistakes and errors is difficult, but according to linguistics, mistakes have a rather low frequency but errors have high frequency and they are systematic.

The errors can be described in the following three dimensions:

- 1- Types of Errors
- 2- Levels of Errors
- 3- Stages of Errors

### 1- Types of Errors:

#### 1- Addition:

1. \*Does **can** he go to college?
2. \*He will **to** go home.
3. \*He entered **into** the class room.
4. \*They always discuss **about** different matters.
5. \* Please answer **on** my letter soon.
6. \*Good writing **is** depends on several factors.
7. \*He was going **to** home when I saw him.

#### 8. Omission / Deletion:

1. \*I went to # movie. (the)
2. \* My father is # doctor. (a)
3. \*I am learn # English well. (ing)
4. \* I bought three new book# yesterday. (s)
5. \* What # you want to do now? (do)

#### 9. Ordering / Reordering:

- 1- \* I to the cinema went. (I went to the cinema.)
- 2- \* We last night went to the cinema. (We went to the cinema last night.)
- 3- \* He comes always late to school. (He always comes to school late.)
- 4- \*My brother is a driver fast. (My brother is a fast driver.)
- 5- \* I don't know why is he late. (I don't know why he is late)

#### 10. Substitution:

1. \*I lost my **road**. (way)
2. \*I **goed** home. (went)

3. \*I am not afraid *from* dogs.( of)
4. \*She was angry *from* her friend. (with)
5. \*His *bigger* brother is a teacher.(elder)
6. \*I always *do* many mistakes in spelling (make)

## 2- Levels of Errors:

- a. Phonology (Orthography) Error
- b. Grammar (Syntax) Error
- c. Lexicon (Vocabulary) Error
- d. Discourse Error

### a. Phonology / Orthography Error:

- \*I went to *skuul*. (I went to school.)  
\* he is *happyer* than Maryam. (He is happier than Maryam.)

### b. Grammar (Morphology and Syntax) Error:

He has been in London since 1990.

\*He was in London since 1990. (Level: Grammar-Type: substitution)

\* I to the cinema went. (Level: Grammar.- type: ordering)

### c. Lexicon (Vocabulary) Error:

- i. \*I lost my road. (Level: Lexicon- type: substitution)
- ii. \*I drank a glass of lion yesterday. (Level: Lexicon- type: substitution)
- iii. \*I enjoyed from the film. (Level: Lexicon- type: addition)

### d. Discourse Error: it is beyond sentence level.

A: How are you?

B: The crops were destroyed by the rain! (No cohesion and coherence)

## 3- Stages of Errors :

1. Pre-systematic Stage
2. Systematic Stage
3. Post Systematic Stage:

## **1. Pre-systematic Stage:**

### **a. Random Errors:**

- ➔ The learner has no any definite rule in his mind. He can't explain his error and naturally cannot correct it.
- ➔ He/she doesn't know where he should use the rules and how. He has no any system in mind.

- i. \*Hassan cans sing. (Hassan can sing.)
- ii. \*Hassan can to sing. (Hassan can sing. Or (Hassan has to sing.))
- iii. \*Hassan can singing. (Hassan can sing. Or (Hassan like singing.))

### **a- Emergent Errors:**

- ➔ In these kinds of errors, the learner tries to make a rule and internalize a system in his mind.
- ➔ These rules may not be correct but they are legitimate in the mind of the learner.
- ➔ Again in this stage the learner cannot correct the errors and even after correcting the native speaker he doesn't understand his errors.
- ➔ Avoidance of structures and topics can be seen here. .e.g.:

Learner: I go to New York.  
Native-Speaker: You are going to New York?  
Learner: (doesn't understand) what?  
Native-Speaker: You will go to New York?  
Learner: Yes  
Native-Speaker: when?  
Learner: 1999  
Native-Speaker: Oh, you went to New York in 1999.  
Learner: Yes, I go 1999. (Again he doesn't understand the correction of the Native speaker.)

## **1- Systematic Errors:**

- In this stage the learner is more mastered on language and he has some rules in his mind although these rules may not be well-formed.
- The system in his/her mind is very near to the native speaker's.



- In this stage the learner is able to correct his /her errors whenever a native speaker mentions them.
- She/he tries to convey his idea through paraphrasing. (Changing words to convey the message)

Learner: Many fish are in the lake. These fish are serving in the restaurants near the lake.  
Native speaker: (laughing) the fish are serving?  
Learner: (laughing) Oh, no, the fish are served in the restaurant.  
Learner: I lost my road.  
Native speaker: What?  
Learner: I got lost. (Paraphrasing and avoiding the use of structure)

## **2- Post-systematic Errors: (Stabilization)**

- ❖ In this stage the learner has a few errors and has mastered the system.
- ❖ The learner is self-controlled on his/ her errors without waiting for feedbacks from someone else.

Learner-\*I lost my road; I mean I lost my way.

## **4. Fossilization:**

- ✓ If the learner in this stage makes some errors it means his errors has been fossilized and correcting these kinds of errors will be very difficult, these errors are permanent.

## **5. Source of Errors:**

### **1- Inter-lingual Transfer**

Inter-lingual errors result from the transfer of the elements of the learner's mother tongue to the learning of the target language.

#### ***a) Transfer of Phonological Elements of the Mother Tongue:***

\* /sukuul / instead of /skuul/

#### ***b) Transfer of Morphological Elements:***

\* *Three clever student instead of three clever students*

**c) Transfer of Grammatical Elements**

\* *I am going to university at 8 o'clock every day.*

In Arabic: Simple Present Tense = Present Progressive

**d) Transfer of Lexicosemantic Elements:**

Two different concepts in Arabic are used with the same word which makes interference in English:

1. \*I can't study in the dormitory because some students open their radios loudly.
2. \*He had a quarrel with his woman.
3. \*My father bought a new machine last week.
4. \*He smokes a lot of cigar.
5. \*It was my chance to be in your class.

**e) Transfer of Stylistic and Cultural Elements:**

\* *Mr. Hassan are a good teacher.* /al- 'ustaath hasan mudarris-un gayid/ الأستاذ حسن مدرس جيد.

**2- Intra-lingual Transfer**

The learner applies one rule in the Native Language for other structures in the Target Language inappropriately.

**a) Overgeneralization**

*I always try to study.*

*We always go to cinema on Saturdays.*

*Maryam and Hassan always play the chess-set every night.*

\* *He always try to help me.*

\* *I don't know how did they find my address. (Subject –Verb inversion)*

**b) Ignorance of Rule Restriction**

The Arabic learner doesn't know the restriction and exceptions of a general rule in English.

- \*There are many *fishes* in the lake.
- \*Teachers always give us good *advices*.

### c) *False Analogy*

It refers to the use of certain elements in inappropriate contexts through analogy.

\*I think she should remain home and grow up her child.

## 3- Language- Learning Strategies:

It refers to strategies used by the learners in dealing with the target language:

- a) Overgeneralization
- b) Transfer of rules from the mother tongue
- c) Simplification: (we discuss in here) in this strategy learner tries to simplify the rules of target language form himself:

- \* I am student English language.
- \* I begin my work afternoon usually.

## 4- Communication Strategy:

It is used when the learner is forced to express himself with the limited linguistic resources.

### 1- *Paraphrase:*

"Pipe" (انبوب) /'unbuub/ instead of "the water pipe" (انبوب الماء) /'unbuub al-maa'/"  
Air-ball" (which the learner makes it himself) instead of "balloon"

### 2- *Borrowing:*

\* Don't be tired. Instead of don't work hard. (The learner translates word for word from the native language.)

### ***3- Appeal for Assistance:***

\*What is this? What called? (The learner asks for the correct term)

### ***4- Mime:***

Clapping his hands instead of applause (Using nonverbal action in place of lexical items)

### ***5- Avoidance:***

#### ***i. Lexical Avoidance:***

I lost my road.

You lost your road?

Uh...I lost. I lost. I got lost.

(The learner tries to avoid the lexical item 'road', not being able to come up with the word ' way' at that point)

#### ***2. Syntactic Avoidance:***

He finished his homework; he went to bed. (Instead of "Having finished his homework, he went to bed.")

### ***6- Prefabricated Patterns:***

The learner memorizes certain stock phrases or sentences:

- Where is the toilet?
- How much does it cost?
- Where is this address?

### ***7- Language Switch:***

Finally, when all the strategies fail, learners may resort to language switch. That is, they may simply use their native language whether the hearer knows it or not.

### ***5- Context of Learning:***

The source of error here is teacher or text book. For example wrong or unsuitable usage of a rule by teacher or using dialogues in a text book without mentioning the formality or informality of occurrences may cause some errors for learning.

## 6. Nonlinguistic Errors: (Idiosyncratic Errors):

These kinds of errors are specialized to individuals or a small group of learners who had the same teacher, used the same textbook, shared identical learning strategies, but the learners do not have a specific methodology for learning and cannot make a generalization for designing a textbook or give the students a specific learning activity.

## 7. Criticism of EA

There are three points to consider as to criticism of errors according to Schachter and Celce-Murcia (1977):

1. Focused only on errors
2. Did not deal with **avoidance** (relative clauses: Chinese and Japanese vs. Spanish and Farsi English passive avoidance by Arabic speakers phrasal verbs by Hebrew speakers)
3. In short, EA did not deal with what the students were doing that caused them to succeed, that is, it did not deal with what led to learning.

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